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ABSTRACT

This pamphlet is the fourth grade component of a series of elementary level economics and consumer education teaching resources. It contains objectives and key concepts for economic education which have been identified by the Florida State Department of Education. The first part of the document lists these objectives and concepts, as well as relevant terms and general audiovisual and print resources listed according to each concept. The main part of the document contains ideas for specific classroom activities to develop student understanding of each concept. Concepts for fourth grade include basic ideas of scarcity, money, production, and free enterprise, as well as consumer education topics such as advertising, banking, and insurance. The activities include small and large group projects, field trips, research, role playing, and drawing. For example, to learn about different advertising techniques, students are asked to collect labels or empty boxes representing various brands of the same type of product and to discuss the different types of information on each. Students can also compare contemporary advertising with that of 100 years ago. Each series of activities is accompanied by a listing of relevant children's literature resources and Florida state-adopted textual resources. (AV)

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ECONOMIC EDUCATION

IN THE

ELEMENTARY SCHOOLS

LEVEL 3

SOCIAL STUDIES OFFICE

DIVISION OF INSTRUCTIONAL PLANNING AND SUPPORT

DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA

1977

SO 010 707

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I. INTRODUCTION -- (K-3) (4-6)

As Americans, we participate in an economic system each day. The entrepreneur who invests capital, the consumer who comparison shops, and the school-aged child who swaps an apple for an orange are participating in the same fundamental principles that make up our economic system.

Aristotle once said:

> *All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth . . .*

This instructional guide is one step toward the education of our youth in key concepts of economics and consumer education.

Included in this guide are objectives for key economics and consumer education concepts. These objectives are derived from the State Department of Education pursuant to the passage of the Free Enterprise and Consumer Education Act of 1974 and its Amendment in 1975. Learning activities, suggestions for instructional implementation, specific textual resources and, in some instances, students' literature resources are listed for each concept. All are written in common terminology rather than the jargon of the economist. After reading these, teachers should be able to immediately begin economics/consumer education instruction.

The sequence of the economics/consumer education concepts flows from the basic element, the individual (personal needs, wants, and choices) to the American society's economic system (free enterprise) and its component parts, and finally to how the individual operates within this system (consumer education).

The learning experiences for the economics/consumer education concepts are divided into four levels of difficulty:

Level 1	*Kindergarten - Grade 1 (approximately)*
Level 2	*Grades 2 and 3 (approximately)*
Level 3	*Grade 4 (approximately)*
Level 4	*Grades 5 and 6 (approximately)*

Since a variety of activities is provided for each concept and objective, the teacher may select those most appropriate for a particular class or may choose to select all of the given learning activities.

In order for the teacher to assess whether a student has mastered a particular objective or concept, any of the given learning activities which the teacher feels are appropriate can be used for the purposes of evaluation.

This guide was produced with the assistance of a grant through the cooperation of the Florida Department of Education and the Florida Council on Economic Education.

II. GOALS -- (K-3) (4-6)

A. The student will discover that satisfying individuals' material wants and needs for goods and services is the function of our economic system.

B. The student will examine the basic component parts of our economic system.

C. The student will examine and evaluate how the individual operates within our economic system (including some responsibilities and choices necessary to make wise use of the consumer's money).

III. OUTLINE OF INSTRUCTIONAL GUIDE — (K-3) (4-6)

A. The individual as the basis for our economic system. (K-6)
   Scarcity

B. The component parts of our economy. (K-6)
   1. Exchange and money
   2. Consumption
   3. Production
   4. Distribution
   5. Specialization
   6. Economic interdependence
   7. Free enterprise

C. Consumer Education Topics (K-3)
   1. Advertising
   2. Banking
   3. Budgeting
   4. Taxes

D. Consumer Education Topics (K-4)
   1. Advertising
   2. Banking
   3. Budgeting
   4. Credit
   5. Insurance
   6. Savings
   7. Taxes

IV. ECONOMIC OBJECTIVES -- (K-3)

A. The individual as the basis of our economic system.

Scarcity

a. The student will discriminate between needs and wants.

b. The student will define scarcity as not being able to satisfy all our wants.

c. The student will be able to identify a foregone opportunity, after making a choice.

d. The student will recognize that certain resources are more scarce than others.

B. The component parts of our economic system.

1. Exchange and money

a. The student will define trade as the exchange of goods or services one has for goods and services of others.

b. The student will identify simple examples of trade.

c. The student will state the consequences on people if there were no trade.

d. The student will define exchange in terms of using money to secure what he/she wants.

e. The student will cite instances in which he/she has taken part in exchange.

2. Consumption

a. The student will define consumption as the using up of goods and services.

b. The student will discriminate between goods and services.

c. The student will list personal examples of goods that are consumed quickly and others that are used up slowly.

3. Production

a. The student will define production as the making of goods and services to be used by consumers.

b. The student will distinguish between producers of goods and producers of services.

c. The student will name people he/she knows who are producers, and distinguish them from those who are not producers.

4. Distribution - The student will define distribution as the making available of products to the consumer.

IV. ECONOMIC OBJECTIVES (CONT'D)

5. Specialization
   a. The student will define specialization as meaning that people spend most of their working time doing one particular job.
   b. The student will cite examples of specialized errands performed by people in the community.
   c. The student will list local businesses or employees who have moved toward specialization (as well as those who continue to be general in their work).
6. Economic Interdependence
   a. The student will define interdependence as taking place when people divide tasks to help each other get what they want.
   b. The student will mane people in the home, school, or community who are interdependent.
7. Free Enterprise
   a. The student will be able to distinguish between private and public property.
   b. The student will define the private ownership of property as the basis of free enterprise.

C. Consumer Education Topics
1. Advertising - The student will recognize that advertising is used to attempt to sell products to consumers.
2. Banking
   a. The student will be able to distinguish between saving money in a financial institution and savings kept at home.
   b. The student will define interest as the reward paid for saving in a bank rather than consuming.
3. Budgeting - The student will decide how to use a gift of money.
4. Taxes - The student will be able to define income taxes as deductions from wages which are paid to the government.

IV. ECONOMIC OBJECTIVES — (4-6)

A. The individual as the basis of our economic system.

Scarcity

a. The student will define the condition of scarcity in our economic system as resources not available in sufficient quantity to satisfy the wants of all the people.

b. The student will identify resources for which a scarcity problem exists because demand is greater than supply.

c. The student will identify particular scarce elements among the world's resources and also determine those that are plentiful.

d. The student will identify the uneven distribution of natural resources and demonstrate that some may be scarce in one place and not in another.

B. The component parts of our economic system.

1. Exchange and money

a. The student will define trade or exchange as the process of transferring goods and services among individuals and groups.

b. The student will identify examples of monetary exchange.

c. The student will classify the economic roles which are involved in exchange, i.e., producer, consumer.

2. Consumption

a. The student will define consumption as the utilization of goods and services for the purpose of satisfying ones needs and wants.

b. The student will determine how consumption of goods and services affects production.

3. Production

a. The student will define production as the making of both production and consumption goods as well as services; and state that production goods are used to increase the production of consumption goods.

b. The student will identify persons who are producers and persons who are not producers.

c. The student will examine various factors contributing to a producer's profit.

4. Distribution

a. The student will define distribution as the process by which the production of a society is distributed among the citizens.

b. The student will identify statements that are exemplary of income distribution.

4. c. The student will cite evidence to support or refute the hypothesis that goods and services are distributed to those who are not producers.

5. Specialization

   a. The student will define specialization as the means by which individuals, groups, or societies concentrate on one job and do it efficiently (instead of trying to do all jobs).

   b. The student will discriminate between situations in which change is toward specialization and those where it is not.

   c. The student will examine the hypothesis that increased specialization provides a higher standard of living through increased productivity.

6. Economic Interdependence

   a. The student will define economic interdependence as the conditions under which specialized people work together and depend on each other in order to meet their needs and wants.

   b. The student will discriminate between persons that are and are not engaged in activities that demonstrate interdependency.

   c. The student will examine the hypothesis that an action by one person will affect other persons who are dependent upon that person.

7. Free Enterprise

   a. The student will define free enterprise as being based on the idea that people can invest capital in businesses in order to try to earn a profit.

   b. The student will distinguish between individual enterprise and government ownership of the means of production.

C. Consumer Education Topics

1. Advertising - The student will classify examples of different advertising techniques.

2. Banking - The student will identify different types of services that financial institutions provide.

3. Budgeting - The student will demonstrate that he/she can prepare a budget based upon income earned from chores or a weekly allowance.

4. Credit - The student will explain the advantages and disadvantages of buying on credit (costs and benefits).

5. Insurance - The student will distinguish between automobile, health, life, and other types of insurance.

6. Savings - The student will explain why savings are necessary to an economic system where economic growth is an important goal.

7. Taxes - The student will distinguish between different types of taxes paid by the consumer and identify which are state and which are federal taxes.

V. CONCEPTS: A DEFINITION — (K-3) (4-6)

1. SCARCITY: We cannot have everything we want. This is true whether in reference to individuals or nations. We have many wants and needs, but we must choose what we want and/or need most.

2. EXCHANGE and MONEY: Exchange - Money or goods can be traded for goods and services we need or want. Money - In most societies, money serves as a medium of exchange. As such, money also serves as a measure of value.

3. CONSUMPTION: We use up goods and services to satisfy our wants and needs. The process of satisfying our wants and needs is termed consumption. The people whose wants and needs are satisfied are consumers.

4. PRODUCTION: We make what the consumer wants. What we make is termed products. The term products refers to both goods and services.

5. DISTRIBUTION: We have the product where the consumer wants it.

6. SPECIALIZATION: We work at one job to provide or to help provide a product. For our work we receive wages.

7. ECONOMIC INTERDEPENDENCE: We exchange our wages for products made by other people. In this way, we are helping other people achieve their needs and wants (for they receive wages for producing their goods or services), and other people help us to attain our needs and wants.

8. FREE ENTERPRISE: In a free enterprise economy individuals must, first of all, be able to own private property. A free enterprise economy is one in which private citizens (either as individuals or grouped together as corporations, partnerships, or cooperatives) are free to invest in businesses or go into business themselves.

9. CONSUMER EDUCATION TOPICS - (K-3 ONLY)

   a. ADVERTISING: A means used to attempt to interest consumers in buying a product.

   b. BANKING: Saving in a financial institution and being given a reward by that institution for saving rather than consuming. The reward is in the form of interest (money) paid relative to the amount of money saved.

   c. BUDGETING: Deciding what to do with monies received.

   d. TAXES: An amount of money paid to the government in return for services provided by the government.

10. CONSUMER EDUCATION TOPICS - (4-6 ONLY)

   a. ADVERTISING: A means used to attempt to interest consumer in buying a product.

   b. BANKING: Different types of financial institutions provide different services either to individuals or to businesses.

V. CONCEPTS: A DEFINITION (CONT'D)

10. c. BUDGETING: A balancing of the money an individual has and the expenses that the individual chooses to (or must) make.

    d. CREDIT: Trust extended to a consumer in the expectation that the consumer will pay in the future for goods and services received now. The consumer also pays for this "trust" in the form of extra money (above the regular selling price) paid to the seller. This extra money is termed interest.

    e. INSURANCE: A guarantee of financial reimbursement in the event of an accident, illness, death, etc., purchased by the consumer.

    f. SAVINGS: Money kept in a financial institution. The consumer is given a reward by that institution for saving rather than consuming. The reward is in the form of interest (money) paid relative to the amount saved and length of time money is kept in the bank.

    g. TAXES: amount of money paid to the local, state, or federal governments in return for services provided by the government.

VII. GLOSSARY -- (K-3) (4-6)

ASSEMBLY LINE
A production method using interchangeable parts in which each worker does one part of the total assembly job.

BANK
A business firm which deals in money.

BARTER
An exchange or trade of goods or services made without the use of money.

BUDGET
A plan for spending and saving money.

CAPITAL
The tools, money, and equipment used in a business.

CAPITAL GOODS OR CAPITAL RESOURCES
The tools, machinery, or equipment used in a business. Also referred to as production goods.

COMMODITY
A thing of value or use; an economic good.

CONSUME
To buy and use goods and services.

CONSUMERS
People who purchase and use goods and services.

COST OF LIVING
The amount of money needed to buy the goods and services required to maintain a certain standard of living.

CREDIT
The promise to pay or repay at a future date in exchange for the immediate receipt of goods, services, or money.

DEPOSIT
Money accepted by a bank from people for safekeeping.

DEPOSITOR
A person who has money on deposit in a bank.

ECONOMIC GEOGRAPHY
The study of people's environment in relation to their economic activity.

ECONOMICS
The study of the conditions and laws affecting the production, distribution, and consumption of resources.

VII. GLOSSARY (CONT'D)

ENDORSEMENT
The payee's signature on the back of a check.

ENTREPRENEUR
The organizer of a business.

ENVIRONMENT
People's physical surroundings.

EXPORTS
Goods sent from a country or area to another country or area.

GOODS
Tangible objects which are desired by consumers.

HUMAN RESOURCES
The people of a country; their energy and work. Mental and physical labors of people.

IMPORTS
Goods grought into a country or area from another country or area.

INCOME TAX
An amount of money paid to the government based on wages or salaries earned.

INSURANCE
Protection against unexpected losses, accidents, or damages.

INTEREST
Money earned by depositors as well as money paid by borrowers.

INTERNATIONAL TRADE
Buying and selling of goods and services between different countries.

LABEL
The information on a product which tells truthfully the contents, amount, and maker of the item as well as other information useful for the consumer.

LABOR
Physical work

LABOR FORCE
The total number of workers in a country, an industry, or in a particular area.

LOAN
Money borrowed by people or businesses from a bank.

MASS PRODUCTION
The method of making things in large quantities.

VII. GLOSSARY (CONT'D)

NATURAL RESOURCE
Any resource provided by nature such as soil, forests, minerals, water supply, and wild game.

PAYEE
The party to whom a check is made payable.

POLICY (INSURANCE)
An agreement between an insurance company and the person buying the protection listing all rules, regulations, and conditions

PRICE
The cost of an item. The amount of money paid by a consumer for goods or services.

PRIVATE OWNERSHIP
Owned by individuals or groups of individuals.

PRODUCERS
Companies and businesses which make and sell products.

PRODUCTION
The making of goods or the supplying of a service.

PRODUCTION GOODS
The tools, machinery, or equipment used in a business. Also referred to as Capital Goods or Capital Resources.

PROPERTY TAX
An amount of money paid according to the value of house, building, and/or land.

PUBLIC OWNERSHIP
Owned by the government for the use of all people.

SALARIES
Money paid to people in exchange for their services and skills. Also referred to as wages.

STANDARD OF LIVING
The average manner of day-to-day living of a country, group, or individual, with reference to food, housing, clothing, comforts, etc.

TAXES
Government revenue which comes from payments made by citizens from special assessments.

WAGES
Money paid to people in exchange for their services and skills.

VIII. GENERAL RESOURCES — (K-3) (4-6)

A. AUDIOVISUAL

SCARCITY

Primary and Intermediate Level Films:

Homes Around the World. Universal Education and Visual Arts Company.

The Navaho Indian. Coronet Films.

Shelter. Gateway Films.

Intermediate Level Films:

Indians of California. Part I,"Village Life," Part II, "Food." Charles Cahill and Associates, Inc.

Japanese Family. International Films Foundation.

Mexican Village Family. Paul Hoefler Films.

Shelter. Encyclopedia Britannica Educational Corporation.

EXCHANGE AND MONEY

Intermediate Level Films:

Money Talks. American Bankers

Story of Money. International Film Bureau Incorporated.

What Is Money? Coronet Films.

Intermediate Level Filmstrips:

Why We Use Money. Learning Corporation of America.

PRODUCTION

Primary Level Films:

Grandmother Makes Bread. Bailey Films.

Primary and Intermediate Level Films:

Colonial Children. Encyclopaedia Britannica Educational Corporation.

Colonial Living. International Film Bureau, Incorporated.

Dairy Industry. Carl F. Mahnke

How Machines and Tools Help Us. Coronet Films.

Machines That Help the Farmer. Film Associates Incorporated.

The Story of Citrus Fruits. Coronet Films.
Workers Series. Coronet Films. (Soundstrip)

Intermediate Level Films:
Clothes We Wear. Church-Wex.
Clothing. Encyclopaedia Britannica Educational Corporation.
Corn Belt, The. Indiana University.
Cotton Belt Yesterday and Today, The. Indiana University.
Copper Mining. Pat Dowling.
Factory, The. Films Associates.
Inventions in America's Growth, 1750-1850. Coronet Films.
Inventions in America's Growth, 1850-1910. Coronet Films.
Meat From Range to Market. Encyclopaedia Britannica Educational Corporation.
Our Natural Resources. Pat Dowling.
Port Everglades. Calvin Company.
Sharing Economic Risks. Coronet Films.
Whitney, Eli, Invents the Cotton Gin. McGraw-Hill.

SPECIALIZATION
Primary Level Films:
City Fire Fighters. Coronet Films.
Fathers Go Away to Work. Pat Dowling.
Helpers in Our Community. Coronet Films.
Helpers Who Come to Our House. Coronet Films.
What Do Fathers Do? Church Films.

Primary and Intermediate Level Films:
Doctor, The. Encyclopaedia Britannica Educational Corporation.
Fireman, The. Encyclopaedia Britannica Educational Corporation.
Here Comes the Milkman. Bailey Films.
Mailman, The. Encyclopaedia Britannica Educational Corporation.
People Who Work at Night. Film Associates.
Pioneer Home, A. Coronet Films.

Policeman Walt Learns His Job. Film Associates

Your Fireman. Rivera Production.

Intermediate Level Films:

Farmer, The. Encyclopaedia Britannica Educational Corporation.

Florida Cowboy. Teaching Films Corporation.

Whitney, Eli, Invents the Cotton Gin. McGraw-Hill.

Workers Series. Coronet Films. (Soundstrip)

FREE ENTERPRISE

Primary Level Films:

Food Store, The. Encyclopaedia Britannica Educational Corporation.

Stores in Our Community. Coronet Films.

Primary and Intermediate Level Films:

Farmer Don and the City. Film Associates.

Government. McGraw-Hill.

Our Community. Encyclopaedia Britannica Educational Corporation.

Our National Government. Knowledge Builders.

Rules and Laws. Encyclopaedia Britannica Educational Corporation.

Story of a Wholesale Market. Churchill Films.

What Our Town Does for Us. Coronet Films.

Wholesale Produce Market. Parts 1 and 2. Academy Films.

ADVERTISING

Intermediate Level Filmstrips.

Consumer Advertising Teaching Kit. With Cassette Tape. Proctor and Gamble Company, P.O. Box 14465, Cincinnati, Ohio 45214.

Consumer Education. With Record. Teaching Resources Films, Bedford Hills, New York 10507.

Consumer Education for the Elementary Grades. With Records. Centron Educational Films, 1621 West Ninth Street, Lawrence, Kansas 66044.

Consumer Fights Back. With Cassette Tape. "Fundamental Issues of Our Time," Part 1. Teaching Resources Films, Bedford Hills, New York 10507.

BANKING

Primary and Intermediate Level Filmstrips:

Andy Lends Money to the Bank. WaSP Filmstrips.

What the Bank Does with Andy's Money. WaSP Filmstrips.

Intermediate Level Films:

Using Bank Credit. American Bankers.

TAXES

Primary and Intermediate Level Films:

Government. McGraw-Hill

Our Community. Encyclopaedia Britannica Educational Corporation.

Our National Government. Knowledge Builders.

Rules and Laws. Encyclopaedia Britannica Educational Corporation.

What Our Town Does for Us. Coronet Films.

GENERAL ECONOMICS

Choices and Values. 6 Soundstrips. BFA Educational Media.

Market Economy. 6 Soundstrips. BFA Educational Media.

Primary Economics. 4 Soundstrips. BFA Educational Media.

B. SIMULATION GAMES

Clean Up. Grades 1-3; $5.00. Damon Educational Company, 80 Wilson Way, Westwood, Massachusetts 02090.

Dirty Water. Grades 4-6; $10.00. Damon Educational Company.

Ecology. Grades K-2; $5.00. Damon Educational Company.

Graphigame: Environmental Attitudes. Grades 4-12; $3.75. Educational Ventures, Inc., 209 Court Street, Middletown, Connecticut 06457.

Import. Grades 4-7; $10.00. Simile II, 1150 Silverado, La Jolla, California 92037.

Managing Your Money. Grades 6-12; $2.50. Cuno Mutual Insurance Society, P.O. Box 391, Madison, Wisconsin 53701.

Pink Pebbles. Grades 4-9; $8.00. Educational Ventures, Inc.

Road Game, The. Grades 6-10; $7.95. Herder and Herder, 232 Madison Avenue, New York, New York 10021.

Scarcity and Allocation. Grades 4-12; $5.00. Good Times Educators, c/o Robert Reinke, Route 2, Monticello, Minnesota 55362.

Transportation. Grades 3-6; $16.00. ABT Associates, Inc., 55 Wheeler Street, Cambridge, Massachusetts 02138.

VIII. GENERAL RESOURCES (CONT'D)

C. TEXTUAL RESOURCES

STATE ADOPTED INSTRUCTIONAL MATERIALS:

Taba Program in Social Science. Addison Wesley.

Concepts and Inquiry. Allyn & Bacon.

Exploring the Social Sciences. American Book Company.

Tiegs-Adams Series. Ginn Publishing Company.

Concepts and Values. Harcourt, Brace, Jovanovich.

Holt Data Bank Series. Holt, Rinehart, & Winston.

Windows on Our World. Houghton Mifflin.

Focus on Active Learning. Macmillan Publishing Company.

Man and His World. Noble & Noble.

Our Working World. Science Research Associates.

Social Science Series. Silver Burdett.

D. TEACHER RESOURCES

Bach, G. L. Economics: An Introduction to Analysis and Policy. Englewood Cliffs, New Jersey: Prentice Hall, Inc.

The C.A.S.E. Economic Literacy Series, (revised). A series of texts for use by the teacher in understanding basic economic principles. Designed as a high school economics program, it is useful to the elementary teacher who is introducing economics for the first time. Write for prices: Council for the Advancement of Secondary Education, 1201 16th Street, Northwest, Washington, D.C. 20006.

Gill, R. T. Economics: A Text with Readings. Goodyear Publishing Co., Inc., Pacific Palisades, California.

Gwartney, J. D. Economics: Private and Public Choice. New York: Academic Press.

Hazlitt, Henry. Economics in One Lesson. New York: Manor Books, Inc.

Heyne, P. and T. Johnson. Toward Economic Understanding. Palo Alto, California: Science Research Associates.

Money: Master or Servant? A 48-page illustrated non-technical explanation of the importance of money and banking in the economy. Federal Reserve Bank of New York, 33 Liberty Street, New York, New York 10045.

Samuelson, P.A. Economics: An Introductory Analysis. New York: McGraw-Hill Book Company.

You and Your Money. An elementary booklet showing travels of a "greenback" from consumer to wholesaler to manufacturer and back to the consumer. Federal Reserve Bank of Richmond, Richmond, Virginia 23261.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

A. The individual as the basis for our economic system.

Scarcity

a. The student will define the condition of scarcity in our economic system as resources not available in sufficient quantity to satisfy the wants of all the people in the system.

NOTES TO THE TEACHER	ACTIVITIES
This activity can be done individually, by partners, or in small work groups.	1. Have students imagine a situation in which they are stranded without their possessions, such as being marooned on a desert island, lost in the woods, or snowbound. Illustrate the situation. Include in the illustration items which could be used for food, clothing, and shelter. Have students list items which might be useful in obtaining their basic needs (food, clothing, and shelter) under the three situations stated.
NECESSITY: Satisfies a need. Something which one cannot do without. LUXURY: Satisfies a want. One uses this thing, but one could get along without it.	2. a. Have the class discuss: When is a car a necessity rather than a luxury? Could there be situations when owning two cars might be a necessity? b. Have class members cite examples of situations where a thing is a necessity for one person or family and is a luxury for another person or family. For example: two families live in adjoining houses. One man is a salesman traveling throughout the state; the other is an artist who works at home, etc. Be certain that students give reasons for one thing being a necessity for one person and a luxury for another. You may want to make out a ditto as follows:

	ITEM	NECESSITY FOR	LUXURY FOR
1.			
2.			
etc.			

NOTES TO THE TEACHER	ACTIVITIES
To answer these questions, the students could write and illustrate stories or (if they work in small work groups) demonstrate their responses through a short role-playing skit.	3. Have the children determine which brand of a given product (soap, radio, etc.) is purchased by their families. Indicate which of the following economic factors determine the choice: advertising, price, availability of alternatives (alternative brands and/or substitutes for the product). What would happen if the products we use were not available to us? 4. Have students complete the following examples of obtaining immediate satisfaction: I am hungry; I eat an apple; I eat _____. I am thirsty; I drink a glass of mild; I drink _____. I am cold; I put on a sweater, I _____. What would happen if we could not satisfy our needs or wants?
Have students read and complete this activity.	5. "The SCARCITY PROBLEM may <u>not</u> be the same for all groups of people. A resource is SCARCE when it is used. If the resource is not used, it is <u>not</u> SCARCE. Using this definition, read the four stories below and answer the questions. Put an X by the correct name. a. Carolyn drinks milk. Alice drinks water. For which girl is <u>milk</u> more likely to be SCARCE? __X__ Carolyn _____ Alice b. Henry mows lawns with a gasoline lawn mower. Kent mows lawns with an electric lawn mower. For which boy is <u>gasoline</u> most likely to be <u>SCARCE</u>? __X__ Henry _____ Kent

NOTES TO THE TEACHER	ACTIVITIES
	5. c. Helen made a doll house out of cardboard. Jerry made a tool box out of wood. For which person is wood most likely to be SCARCE? ____ Helen _X_ Jerry d. Randy loves to eat steak. Doris doesn't like steak, she like hamburgers. For which person is steak most likely to be SCARCE? _X_ Randy ____ Doris

VI. ACTIVITIES

LEVEL 3 (Grade 4)

A. The individual as the basis for our economic system.

Scarcity

b. The student will identify resources for which a scarcity problem exists, because demand is greater than supply.

NOTES TO THE TEACHER	ACTIVITIES
You may wish to divide the class into small work groups. Have two groups deal with different types of pollution: Air; Water; Noise.	1. Have the students research different types of pollution. In their research they are to identify how this type of pollution affects our resources. Some students may wish to demonstrate an example of the type of pollution they researched.
	2. a. Questions for discussion: - Why do people in Alaska have to pay higher prices for grapefruits and oranges than people in Florida? - Why do people in Florida have to pay higher prices for fresh salmon than people in Alaska? b. Name other examples of resources. Identify where these resources would be fairly abundant and where they would be scarce. Help the students compile a list of resources and let them research and complete the chart:
Make a ditto of the chart for the students to fill in.	

	RESOURCE	ABUNDANT IN	SCARCE IN
1.			
2.			
etc.			

VI. ACTIVITIES

LEVEL 3 (Grade 4)

A. The individual as the basis for our economic system.

Scarcity

c. The student will identify particularly scarce elements among the world's resources and also determine those that are plentiful.

NOTES TO THE TEACHER	ACTIVITIES
	1. a. Through individual or committee research, have class members determine how the basic needs for food, clothing, and shelter are met by people living in different geographic or climatic regions. Summarize the findings by charts, murals, or panel discussions. b. Using puppets, dramatize life in different regions. 2. Questions for discussion: - Are there some resources that are scarce all over the world? - How can we find out if there are? - Name some resources that are scarce worldwide (i.e., gold, diamonds, uranium, etc.).

VI. ACTIVITIES

LEVEL 3 (Grade 4)

A. The individual as the basis for our economic system.

Scarcity

d. The student will identify the uneven distribution of natural resources and demonstrate that some may be scarce in one place and not in another.

NOTES TO THE TEACHER	ACTIVITIES

1. Students collect pictures and compare homes in their country with those in colder or warmer climates. Consideration should be given to building materials, heating and cooling equipment, landscaping, and placement of the house on the lot; i.e., prevailing winds.

2. Students select a group of people living in a specific geographic region and report on the type of clothing and shelter they choose. Indicate how climate and geography affect the choice.

3. Have students list five wants which would make life more enjoyable for people in your community and would not be wanted by people in another region. Have them explain why.

4. Have class discuss the reasons why the below listed wants might not be considered desirable in other regions:

Air Conditioning	A Baseball Mitt
Color Television	Scrabble
Frozen Food	A Movie Ticket
Bathing Caps	A Hockey Stick

5. Have the students list things which people in other regions might want. Discuss the reasons why we would or would not want these things.

NOTES TO THE TEACHER	ACTIVITIES
Have several students read: This Hungry World, by Elizabeth S. Helfman; Lothrop, Lee and Shepard Company, New York, 1970.	6. Divide the class into small groups. Have each group pick a South American country. Then, have them read in their reference books and elsewhere enough about the eating habits and needs in the individual countries so that the groups will be able to give oral reports to the rest of the class. It would be especially valuable to compare the average weekly diet of the class to the average diet of a Peruvian or Bolivian child, for example. 7. Have each child keep a diary of the food he eats for a week, listing not only his regular meals but also all snacks. Do they contain enough vitamins, minerals, and proteins? Or are the children, by choice, eating as poorly as some children who eat a substandard diet of necessity? 8. Try to find sample stalks of each of the major cereal grains so that the children can learn to recognize them and understand the food values of each kind. Committees could be formed for each grain such as wheat, corn, rice, oats, barley, and rye. Each committee could then do a research project about its own grain and present a report about this grain to the class. In some cases, for example, they may find that they are eating grains from which the parts that are highest in food value have been discarded in processing. Also, some enterprising committee might hand out cookies made from an experimental form of grain such as the bulgur that comes from wheat.

CHILDREN'S LITERATURE:

Allen, Frances Charlotte. The Witches' Secret. Harper & Row, 1968. Subject: Economics, choice-making; 4th grade reading level.
The concept of alternative substitute commodities being used to satisfy the same human wants is illustrated. The concept is explained in the context of a situation in which members of a society must provide some substitute for goods which are no longer available. The story content introduces elementary aspects of demand and supply in relation to changes in consumer tastes and preferences and the availability of competing or alternative products.

Fenten, D. X. Harvesting the Sea. J. B. Lippincott Company, 1970. Subject: Natural resources; 4th - 5th grade reading level.
The importance of the sea as a source of natural resources is discussed in detail. It is observed that the oceans of the world are an important source of foods and fuels and that they also provide a means of relatively low cost transportation. Many parts of the world have economies which are based almost entirely on resources provided by the sea. It is stressed that as the world's population grows and land-based resources are depleted, man will turn increasingly to the sea to satisfy his basic food requirements.

Halacy, D. S., Jr. Now or Never. Four Winds Press, New York: 1971.

Hey, Nigel S. and Julian Messner. How Will We Feed the Hungry Billions? New York: 1971.

Gabel, Margaret. Sparrows Don't Drop Candy Wrappers. Dodd, Mead & Company, New York: 1971.

RESOURCES

SCARCITY - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
All Chapters

"Planet Earth" (Grade 4), Focus on Active Learning. Houghton Mifflin.
Unit 5 - Lesson 2

"Lands of Promise" (Grade 4). Focus on Active Learning. Macmillan Publishing Company.
Chapter 1

"People and the Land" (Grade 4). Man and His World. Noble and Noble.
Unit 1, 7, 9

"Orange" (Grade 4). Concepts and Values. Harcourt, Brace, Jovanovich.
Unit 4

"Our People" (Grade 4). Inquiring and Learning. Tiegs-Adams Series: Ginn.
Chapters 19, 20, 21

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economy.

1. Exchange and Money

a. The student will define trade or exchange as the process of transferring goods and services among individuals and groups.

NOTES TO THE TEACHER	ACTIVITIES
	1. Children relate and discuss trading experiences which they have had (baseball cards, comic books, etc.). The word barter should be used to describe this type of exchange.
	2. Have students draw a cartoon illustrating how money bridges the gap between people who have time and skills available and people and people who have goods and services for sale.
You may wish to divide the class into small groups and have each compile a group list in answer to this discussion topic.	3. Teacher and class members may talk about what would happen if suddenly there were no money in the United States. In answer to this discussion topic, the students can write a short story, a brief role-playing skit, or an illustrated booklet.
	4. Have the class discuss the following questions: - Why will you accept money in exchange for the chores or work you do? - Why will you accept money in exchange for something you own? - Would your reasons for accepting money in exchange for goods and services be shared by most other people? Why or why not?
	5. A MEDIUM OF EXCHANGE is something everyone will accept as payment for goods and services. To be a good MEDIUM OF EXCHANGE, something must be: a. long lasting and durable; b. easy to carry around; and c. divisible or easily made into change.

NOTES TO THE TEACHER	ACTIVITIES

5. Using the above definition, have students place an X beside the two things below which could best be used as a MEDIUM OF EXCHANGE.

____ Shoes

____ Eggs

_X_ Nails

____ Hot Dogs

_X_ Marbles

6. Today, most people use money when they exchange goods and services. Everybody will take money for goods and services. Money is a MEDIUM OF EXCHANGE. Other things may be used as mediums of exchange. For something to be a MEDIUM OF EXCHANGE it must be:

a. easy to carry;
b. long lasting; and
c. something that can be divided into change.

Using the above definition, have students place an X by the two things below which would be best to use as a MEDIUM OF EXCHANGE.

____ Lollipops

____ A Cow

_X_ Gold Beads

____ Tomatoes

_X_ Shells

NOTES TO THE TEACHER	ACTIVITIES
Easily used as a test.	7. One type of EXCHANGE is called BARTER. BARTER means people trade goods and services without using money. Using the above definition, have students put an X by the <u>three</u> sentences below that illustrate BARTER. ____ Phil put ten cents into the bubble gum machine. _X_ The fisherman gave the farmer a fish for a tomato. _X_ Mother sewed Sarah's dress while Sara washed her mother's clothes. ____ At the drugstore, Dave gave the man a check for my medicine. _X_ Jane gave Adam a record for two of his comic books.
Easily used as a test.	8. EXCHANGE is transferring what one person or group has in order to obtain goods owned by others or services performed by others. Using the above definition, have students place an X by the <u>three</u> examples of EXCHANGE below. _X_ After she had her medical examination, Fran gave the doctor $10. _X_ The admission charge at the school charity dance was one can of food per person. ____ In many places, a church will provide a home for the minister and his family. ____ Sarah made a lovely sweater for her mother on her birthday. ____ The other night my brother ate five hamburgers for dinner.

NOTES TO THE TEACHER	ACTIVITIES
Easily used as a test.	9. Have students place an X by the two statements below that illustrate EXCHANGE. _____ Dave paid twenty-five cents to see a movie. _____ Millie wore her new dress to church. __X__ Ron gave Dan a model car for Dan's model airplane. _____ Jill went to bed and slept over ten hours last night. __X__ Dad got gas for his car by using his credit card.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economy.

1. Exchange and Money

b. The student will identify examples of monetary exchange.

NOTES TO THE TEACHER	ACTIVITIES

1. Students may prepare charts showing items used as commodity money in America or in other parts of the world.

2. At some time in the past, each of these items was used as commodity money. Have students tell at least one disadvantage of each commodity as money:

Salt, Cows (Greece)
Sheep, Camels (Arabia)
Tea Leaves (Mongolia, Russia)
Oil (Ionian Islands)
Cheese (China)
Stone Ax Heads (Mexico)
Dog Teeth (Solomon Islands)
Tobacco Leaves, Animal Skins (American Colonies)

3. The teacher writes on the chalkboard the following goods and services and their prices:

Football	$10.00	Admission to Skating Rink	$ 1.00
Jacks	.50	Modeling Clay	.75
Baseball Bat	5.00	Record	4.00
Popcorn	.50	Baton	5.00
Hamster	3.00	Guinea Pig	5.00
Boat	1.75		

Tell the children that they each have $10.00 to spend, and must spend it all. Ask each one to make lists of the combinations of things he/she could buy with the $10.00. The children might be asked to make at least two purchase lists, also indicating for each list items not purchased. The student may then comment on why they chose some item(s) and omitted others.

NOTES TO THE TEACHER	ACTIVITIES
	4. Given a hypothetical ten dollar bill, students list at least three possible ways this can be spent. Use actual shopping experiences or newspaper advertisements to ascertain the prices.
Wade, William W. From Barter to Banking. New York: The Macmillan Company, 1968.	5. From Barter to Banking describes the many ways man has devised for paying for goods and services from earliest times until today. The children will be interested in stories of the swapping of goods, so much like their own swapping of baseball cards. In early days this kind of barter eventually led to a need for something that could be exchanged that would be worth as much to the buyer as to the seller. Eventually, coins were minted, paper money was printed, and later banks were established where checks could be used in place of cash. Now, the credit card is frequently used in place of either a check or money when goods or services are paid for. Basically, though, all of these methods are conveniences that allow a consumer to purchase what he wants with money or a money equivalent that has an agreed-upon value all over the country where it is used. Have the children bring in examples of materials that at one time were used in place of money. Some examples from the book: Beads, Dogs' Teeth, Salt, Feathers, Rings, Stones, Copper Wire, Shells, Needles, Bones, etc. Added to this collection could be any foreign coins or Confederate bills that some families have kept around for souvenirs.
	6. On a ditto master, make a drawing of a check on an imaginary bank. Have enough checks run off so that each child can learn to fill in the proper information while he also learns why this information is necessary and where the check goes after a purchase has been made. In addition, have a talk with the class about credit cards: their advantages and drawbacks. Since many economists think that this country is becoming a cashless society, even fairly young people need to give some thought to these widely-used substitutes for cash, actually just another step in the age-old bartering process.

NOTES TO THE TEACHER	ACTIVITIES
	7. Have each student become an expert in the money of a particular country chosen by him/her from anywhere in the world. He/she should be able to describe its coins and paper money and compare its worth in terms of United States coins. Encourage him/her, also, to try to find actual money from his country brought back by visitors as souvenirs. By doing this research, he will learn about inflated currencies and varied cultures as he and his classmates report back their findings.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economy.

1. Exchange and Money

c. The student will classify the economic roles which are involved in exchange (i.e., producer, consumer).

NOTES TO THE TEACHER	ACTIVITIES
	1. The class discusses the following quotation: "Everyday, millions of people are working to produce goods (producers) that they themselves cannot use (consume) and they must use other goods that they themselves cannot produce. Something is needed to make it possible to exchange ten painted walls or five steel knives or whatever else a person has produced for something he can eat, or wear, or use as shelter."* *The Young Adult Library, Money, Lowenstein, Franklin Watts, Inc. 2. Play a version of "What's My Line?" using this format: - I listen to the radio in the morning. What's My Line? (Consumer) - I make a pot holder in Girl Scouts. What's My Line? (Producer) - I helped my older sister wash her car. What's My Line? (Producer - Service) Have the students make up their own "Lines" and present them to the class. 3. a. Have each student list at least ten actions that they witnessed during the past week. These actions should be ones which can be classified as acts of either consumption or production. b. Next to each action students put a "P" for examples of producer behavior and a "C" for examples of consumer behavior. Examples: (1) My cat ate her food. (C) (2) Aunt Joanne knit a sweater. (P) (3) A police officer was directing traffic. (P)

RESOURCES

EXCHANGE AND MONEY - LEVEL 3 (Grade 4)

CHILDREN"S LITERATURE:

Quiggin, A. H. The Story of Money. London: Methuen and Co., Ltd.: 1956.

Rossomando, Frederic, Florence Leventhal and Marilyn Szymaszek. Earning Money. Franklin Watts, Inc., 1967. Subject: Money, Wages, and Salaries. Reading level: 4th Grade.
The concept of income is presented through an example of how one man who works for a telephone company earns income for his family. The story helps to illustrate the main circular flow of income between business and the public. Children are led to understand that business (telephone company) hires or buys labor resources (telephone workers) from the public and pays them wages and salaries in return. The wages and salaries received by workers provide them with income which, as consumers, they spend on the goods and services produced by business with the productive resources they hire.

Elkin, Banjamin. The True Book of Money. Childrens Press, Inc., 1960. Subject: Exchange and Money. Reading Level: Primary Grades.
The main emphasis of this title is placed on the use of money as a medium of exchange. Monetized exchange is compared at length to exchange through barter. The inconvenience and complexities of a barter economy are stressed. The evolution of money from objects having intrinsic value (such as skins and pelts) through metallic coins to flat currency is traced in a cursory fashion. A description is also provided of the different types of money used in the American economy which includes a discussion of the operation of checking and savings accounts.

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.

Teacher's Resource Guide:
Chapters 1, 4, 5, 9, & 11

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economy.

2. Consumption

a. The student will define consumption as the utilization of goods and services for the purpose of satisfying needs or wants.

NOTES TO THE TEACHER	ACTIVITIES
DIRECTIONS: Match the terms in the right column with the definitions in the left column; put the letter of the correct term next to each definition in the left column.	1. Have students respond to the statement that all people are consumers. Identify reasons why this statement is true. 2. a. Have students classify the following as durable (goods used again and again) or non-durable (goods used up more quickly): A Refrigerator — An Ice Cube A Desk — Curtains Chalk — A Tent A Candle — Gasoline An Ice Cream Cone — The Chalkboard A Surf Board — A Set of Encyclopedias b. Have students respond to the question: "Why might a family give more consideration to the purchase of a durable good than to a non-durable good?" 3. DEFINITIONS — TERMS _____ A skill or special ability sold to a consumer. — A. Resources _____ Objects which are made and can be touched and seen. — B. Consumption _____ Anything that is used in making goods and services. — C. Goods _____ Using goods and services. — D. Services

NOTES TO THE TEACHER	ACTIVITIES
Selsam, Millicent. Plenty of Fish. New York: Harper and Row, 1960.	4. Read Plenty of Fish to the students and discuss the following: a. In the book Plenty of Fish a primary school child can observe how the wants of someone his age lead toward his becoming a consumer. In the story Willy wanted two goldfish, and furthermore, he had the money to buy them. Now he needed to find out the answers to some of the problems of all consumers, where goldfish are sold, how they are packaged, how each one is priced, what additional purchases are required as a result of owning goldfish, and where the money for those purchases might be obtained. Now, ask the children what they must have at hand whenever they want to buy something. Since they will be sure to mention money, ask them where their spending money comes from. The source of the money can be traced back quite simply from Mother or Dad to Mother's or Dad's job, and in many cases the children will be able to understand that the money for workers on jobs comes very often from money made in selling things like fish and fishbowls. As a matter of fact, Willy's wants are probably met when those in the family who work get their money from sales or services and then he can use it for buying. We are, therefore, all dependent on one another. b. Another topic for discussion about Willy's purchases concerns the store owners. How do they know to keep fish, fish tanks, plants, and snails on hand in their stores? They have, of course, learned to stock them because many other little boys before Willy have wanted a goldfish as a pet, and their acts of buying have reminded the store owners to keep on ordering fish and fish supplies. This ordering in turn keeps the goldfish raisers in jobs as well as the makers of glass, the growers of plants, and the providers of snails. Thus each child can probably understand that his purchases, like Willy's, provide jobs which in turn allow more purchases to be made. c. Ask the students why they have the shoes they are wearing. Why did they want them? Or was it their parents who wanted them to have shoes? Where did the money come from to buy the shoes? Did the story have the kind of shoes they wanted? Where will the store owner get more shoes

NOTES TO THE TEACHER	ACTIVITIES
	4. c. for other children's wants? Questions such as these, if time is allowed for thoughtful answers, will bring home to the children the interdependence of our economy and reinforce the ideas on consumerism gained from reading and discussing Plenty of Fish.
	5. Have each student bring an emptied grocery package to school such as a jello box, cereal box, or the like. Set up a grocery store on a table using the items provided by the students as merchandise. Most of the boxes will already have price marks on them, but any unmarked boxes should have prices marked on them too. Then, using play money, allow six students to make purchases from the store. They should choose items that would represent the wants of the whole class. Now they will find that they have turned over much of their money to the grocer. What will he do with it? In real life, they will discover, he will buy more groceries for his shelves and also pay the salaries of his workers. The additional groceries he buys will allow more people to satisfy their wants, and the salaries that his workers take home will allow more families to buy more groceries.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

2. Consumption

b. The student will determine how consumption of goods and services affects production.

NOTES TO THE TEACHER	ACTIVITIES
Students may also simply list the goods and services.	1. Using one of the following examples, have the students prepare a bulletin board illustrating goods and services produced and consumed as a result of the invention or discovery of: - Electricity - Stove - Batteries - The Wheel
A bulletin board can be made with an "illustrated list" accompanying each activity.	2. List all of the goods and services produced in connection with the following activities: - Swimming - Sewing - Biking - Camping
Maher, John E. and S. Stowell Symmes. Ideas About Others and You. Franklin Watts, Inc., 1969. Subject: Economic systems, supply and demand. Reading level: 4th - 5th grade.	3. Read and discuss Ideas About Others and You. Have students draw or role play a scene suggested to them by the book. This story deals with the concept of an economic system. The device of the flow diagram is used to explain the interrelationships of the different parts of the economy. Business firms are treated as suppliers of goods and services and demanders of labor and other factors of production. Households are viewed as the source of demand for consumer goods and the suppliers of labor as a factor of production.

RESOURCES

CONSUMPTION - LEVEL 3 (Grade 4)

CHILDREN'S LITERATURE:

Dr. Seuss. The Lorax. Random House, New York, 1971.
In The Lorax by Dr. Seuss, the children hear about many facets of consumerism. The people wanted "Thneeds" and bought them as fast as the factory could turn them out. Eventually, because too much merchandise had been turned out without enough thought about replacing used-up resources, the business closed up and the customers moved away.

The Lorax makes it plain that consumerism includes both care in buying and responsibility in selling. Reading the book will help reinforce the ideas already put forth in this lesson and also act as an introduction to the lessons that follow after this one. The children will enjoy Dr. Seuss's highly imaginative yet surprisingly true-to-life characters and will enjoy talking about the problems that these characters foretell.

RESOURCES

CONSUMPTION - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
All Chapters

"Planet Earth" (Grade 4), Windows On Our World. Houghton Mifflin.
Unit 2 - Lesson 7
Unit 4 - Lessons 2, 3

"Lands of Promise" (Grade 4), Focus on Active Learning. MacMillan Publishing Company.
Chapters 1, 15, 16, 17, 18, 19, 20

"People and the Land" (Grade 4), Man and His World. Noble and Noble.
Units 7, 9

"Orange" (Grade 4), Concepts and Values. Harcourt, Brace, Jovanovich.
Unit 4

"Our People" (Grade 4), Inquiring and Learning. Tiegs-Adams Series: Ginn.
Chapters 15, 16, 19, 20, 21

"People in States" (Grade 4), The Taba Program in Social Science. Addison-Wesley.
Unit 2

VI. ACTIVITIES

LEVEL3 (Grade 4)

B. The component parts of our economic system.

3. Production

A. The student will define production as the making of both production (i.e. tools) and consumption goods are used to increase the production of consumption goods (i.e., lumber, nails).

NOTES TO THE TEACHER	ACTIVITIES
If the term is not familiar to the children, the teacher should discuss and clarify the meaning of natural resources.	1. Have students: a. List three kinds of natural resources found under the earth's surface: (Oil, Gold, Coal). b. List three kinds of natural resources found on the earth's surface: (Fruit, Timber, Air). c. List three natural resources found in bodies of water: (Fish, Shells, Coral). Name a good or service produced in connection with at least three of the natural resources you listed.
	2. a. Have the class choose an item of food or clothing and, through illustrations, trace its production from raw material to consumer. Even though specific machines might not be known, the teacher can help children to identify the factors of production (natural resources or materials, human resources, capital resources, or production goods). b. Each student describes, in proper sequence, the most important steps in the process of producing (one of the products studied by the class).
Develop the definition of human resources as the skills and labor of people.	3. Teacher asks students: "What could be meant by the statement, 'People are our most important resource?'" What do you think is meant by 'human resources' in relation to production?

NOTES TO THE TEACHER	ACTIVITIES

You may want to make a ditto of both types of charts for the class.
Chart A may be done on newsprint for class viewing. Charts may be done by individuals, partners, or small work groups.

4. a. Students may select a good or service and show the factors involved in its production using a chart similar to the following:

PRODUCT	PHYSICAL OR MENTAL EFFORTS (HUMAN RESOURCES)	TOOLS, EQUIPMENT OR MACHINERY (PRODUCTION GOODS)	MATERIALS (NATURAL RESOURCES)
Paper	Loggers, millworkers, scientists.	Saws, trucks	Trees, water

b. Each student chooses any three products from among those already charted by class members and completes the following:

	PRODUCT	MENTAL OR PHYSICAL EFFORT	MATERIALS	TOOLS AND/OR MACHINES
1.				
2.				
3.				

Have the students recall that something besides natural and human resources is needed for production (buildings, tools, and machinery). Teacher explains that these are referred to as both capital resources and production goods.

5. Have each student select a good or service and find out what production goods are required for its production.

6. Students can make a bulletin board illustrating the natural, human, and capital resources (production goods) used to produce a given good.

NOTES TO THE TEACHER	ACTIVITIES
	7. a. Form small groups (or establish individual projects) to produce some item such as a bird house, a cake, a model airplane, or potholders. Then have students chart, diagram, or illustrate the resources used in the production of the good. b. Students prepare an exhibit of the goods produced in the learning experience and have each tell how the various productive resources were combined.
	8. Have students make a Productive Resources Booklet. For the natural resource section, each child chooses one raw material. He then lists and illustrates alternative uses for the resources. For human resources, each student should choose a type of labor, e.g., unskilled, scientific, artistic, research, clerical, and medical; then show how the resource could be used productively in several different ways. Production goods for which the students might consider alternative uses are: a power saw, empty buildings in the factory district, kiln, nuclear reactor, truck.
	9. Have students read about tools and machines used in different regions in farming, home building, transportation, etc.
	10. Student groups prepare exhibits of the tools and equipment used in the industries studied.
Easily used as a test.	11. DIRECTIONS: Below are four sentences. Put an X by the sentence that <u>best</u> explains PRODUCTION. ____ Production is the way people use goods and services. _X_ Production is making goods and services from resources. ____ Production is anything that is used in making goods and services. ____ Production is the way people trade the goods and services they make.

NOTES TO THE TEACHER	ACTIVITIES

12. DIRECTIONS: Put an X by the statement that best defines PRODUCTION.

____ Production is land, labor, and capital.
____ Production is goods and services.
____ Production is using up resources.
__X__ Production is making useful goods and services.

13. DIRECTIONS: Place an X beside the statement below which best explains PRODUCTION.

____ Production is the way in which people use their goods and services.
__X__ Production is the way in which people turn resources into goods and services to satisfy needs and wants.
____ Production is the way in which people satisfy their needs and wants.
____ Production is the way in which objects are made to satisfy people's needs and wants.

14. DIRECTIONS: Match each term below with its definition. Place the letter of the correct term beside its definition.

	DEFINITIONS	TERMS
__A__	Goods which are used to make other goods	A. Capital Goods or Production Goods
		B. Consumer Goods
__C__	Goods that will last for a long period of time	C. Durable Goods
__B__	Goods which are utilized directly by the public	

NOTES TO THE TEACHER	ACTIVITIES

15. DIRECTIONS: Decide what the people below produce. In each space below, put a "G" if the person produces GOODS, or an "S" if the person produces SERVICES.

G COOK	S TEACHER	G CARPENTER
S POLICEMAN	G FARMER	S DOCTOR

16. DIRECTIONS: Determine what the people below produce. In each space below, place a "G" if the occupation produces GOODS, or an "S" if the occupation produces SERVICES.

S FORTUNE TELLER	G BUILDER	S LAWYER
S ACTOR	G COBBLER	S MAID

17. DIRECTIONS: Put an X beside the three words below that show PRODUCTION.

X BUILD	____ USE	X FIX
____ BREAK	X MAKE	____ EAT

18. NON-INDUSTRIAL PRODUCTION means that a lot of human or hand power and very little capital is used to make goods and services.

DIRECTIONS: Using this definition, put an X by the two statements below that show NON-INDUSTRIAL PRODUCTION.

X Mother is on her hands and knees. She is washing the kitchen floor.

____ At the bakery where Rich works, there is a big mixer. It mixus up all the dough that the bakers need.

____ When we get our car washed, we go to the car wash. The car goes on a chain that pulls it between two big brushes.

X When the corn is ready, all of us go out to pick. We each carry a basket and try to fill it up.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

3. Production

b. The student will identify persons who are producers and persons who are not producers.

NOTES TO THE TEACHER	ACTIVITIES
	1. Using the production of bicycles as an example; classify items used into natural resources, human resources (producers), or capital resources (production goods). FACTORY WORKERS BUILDINGS TOOLS PLASTIC MACHINES RUBBER TRUCK DRIVERS STEEL TRUCKS DESIGNERS
	2. After some research, have the students make charts comparing the natural resources of a geographic region with the goods produced within the area.
Divide the class into two groups. In one group have the students perform the entire process individually. In the other group divide the tasks, so that each child performs only one task. Set a time limit and compare total production of the two groups.	3. Any art activity which seems appropriate at this particular time will serve to compare the amount of production achieved with and without the labor being divided. Some suggestions: a. Make valentine cards which involve various pieces. First, each individual does the entire job; then, different children are made responsible for only one part. Compare total production. Time allowed in both situations must be the same. b. Class may prepare and serve a fruit salad using the following steps: (1) Prepare used milk cartons as serving containers (2) Wash fruit (3) Peel fruit if necessary (4) Cut fruit (5) Apportion to individual containers (6) Serve

NOTES TO THE TEACHER	ACTIVITIES

4. Place an X beside each person listed below who is not a producer.

____ FARMER	____ FIRE FIGHTER
_X_ STUDENT EATING LUNCH	____ TEACHER
_X_ BABY	____ GIRL MOWING A LAWN

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

3. Production

c. The student will examine various factors contributing to a producer's profit.

NOTES TO THE TEACHER	ACTIVITIES

1. Students respond to:

a. What is meant by profit?

b. Compute the profit in the following situation: A barber shop owner has the following income and expenses for a week -

INCOME		EXPENSES	
Haircuts	$250.	Rent	$ 30.
Shaves	20.	Salaries	125.
Manicures	15.	Utilities	15.
Shampoos	25.	Supplies	10.

2. Students solve:

Mr. Greetings, a stationery store owner, bought 2500 valentines at 2¢ each. The first day the cards were displayed, he sold 800 cards at 5¢ each. On the second day he sold 500 cards at 5¢ each. Then, because Valentine's Day was drawing near, he lowered the price to 2 for 5¢. He sold 700 cards at this price. The day after Valentin's Day he sold the remaining cards at 1¢ each.

COMPUTE HIS PROFIT ON EACH OF THE FOUR DAYS.

3. Have students look for examples in newspapers, and on radio or television, of products which were overstocked by local stores. Discuss what will happen to dealers in batman shirts when Batman and Robin are no longer popular.

NOTES TO THE TEACHER	ACTIVITIES
	4. Have students make three dozen paper ice cream cones and three dozen paper hot dogs. Choose two students to act as the sellers, one for cones and one for hot dogs. Give each of the remaining students 10¢ and let each choose to buy either a hot dog or an ice cream cone. After they have completed their buying, have the class determine the income from selling ice cream cones and the income from selling hot dogs. Assume that both cost 4¢ each to produce. Have the children figure the profit on cones and the profit on hot dogs. Discuss the way consumer demand will affect each producer's plans for further production.
	5. a. Have the class indicate how store managers decide what goods to sell in their stores, the quantities to purchase, and when to place the orders. For example, how does the manager in a supermarket make these decisions? How do consumers or customers influence this decision? b. Have some students interview several store managers or owners in the community to find out how each decides WHAT and HOW MUCH to order. Students report the results of interviews to the class.
Dahl, Roald. Charlie and the Chocolate Factory. New York: Alfred A. Knopf, 1964. Emphasize that each step in production means an added expense to the producer (and thus decreases the profits).	6. a. Have several students read Charlie and the Chocolate Factory and report on the book to the class. b. After the book has been read and discussed, the teacher could ask the children about their favorite candy bars. Perhaps they have never thought about their manufacture; yet, as in the book, a real candy factory must have shelled nuts, melted chocolate, and creamy fillings. Perhaps someone in the class would have an original idea for a candy bar that has never been produced so far. He could tell the class about it. But the point to stress is that even the simplest jelly bean takes planned production: the sugar, the coloring, the shaping, the packaging, and then the shipping to the retailer. Actually, most factories operate in a similar way with allowances in planning for the kind of finished product that the manufacturer wishes to market.

NOTES TO THE TEACHER	ACTIVITIES

6. c. The ideal way for young people to understand about the manufacture of a product would be to take them on a tour of a factory where they could see, as Charlie did, each step along the way. They could also ask questions of the factory's people, who usually welcome the opportunity to show others the inside operations of their business. A very interesting place to go would be a bakery when the loaves are being shaped and prepared for the ovens. The tantalizing aromas from the freshly-baked bread would be every bit as heavenly as those of the chocolate factory, and the children could observe that bread-making bakeries also have their workers, their research departments, and their administrators.

   d. Let each student make a drawing of his favorite room in Mr. Wonka's chocolate factory. The drawing should show his idea of the candy-making machinery, the pygmy workers, and Mr. Wonka, the owner. Later on, it would be possible to determine which candy room the children like best and why they like it.

   e. Ask a businessman of the community to visit the classroom and bring a sample of the product he sells. He should be able to explain how this product is manufactured: the raw materials it requires; the labor it takes; the kind of building it is made in; the ways, if any, that it has been modified to better serve the people's wants; and any plans for future changes. He should allow time for the children to ask questions so that they can satisfy their curiosity about the entire production process that has been aroused by their reading about the chocolate factory.

RESOURCES

PRODUCTION - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
All Chapters

"Planet Earth" (Grade 4), Windows On Our World. Houghton Mifflin.
Unit 2 - Lessons 3, 7

"Lands of Promise" (Grade 4), Focus on Active Learning. MacMillan Publishing Company.
Chapters 1, 2, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20

"People and the Land" (Grade 4), Man and His World. Noble and Noble.
Units 1, 7, 9

"Orange" (Grade 4), Concepts and Values. Harcourt, Brace, Jovanovich.
Unit 4

"Our People" (Grade 4), Inquiring and Learning. Tiegs-Adams Series: Ginn.
Chapters 15, 19, 20, 21

"People in States" (Grade 4), The Taba Program in Social Science. Addison Wesley.
Unit 2

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

4. Distribution

a. The student will define distribution as the process by which the production of a society is disbursed among the citizens.

NOTES TO THE TEACHER	ACTIVITIES

1. DISTRIBUTION is the way a group or economic system allocates its wealth.

DIRECTIONS: Using this definition, place an X beside the two senéences below which show DISTRIBUTION.

__X__ The Boy's Club gave one-third of its money to the Red Cross, donated one-third to the Heart Fund, and spent one-third on club tee shirts.

____ The Girl's Club is having a car wash.

____ Mrs. Palmer's class earned $1000.00 from a magazine sale.

__X__ The Service Club volunteered twenty members to clean up the school and twenty members to clean up the stadium.

____ Half of the club is fishing and half of the club is swimming.

2. DISTRIBUTION is the way that wealth and resources are divided among the parts of an economic system.

DIRECTIONS: Pretend you have four graphs with the following information. Using the above definition, put an X by the two in the list below that would show DISTRIBUTION.

__X__ The number of quarts of milk each school received in 1976.

____ The number of quarts of milk which were drunk in a school in 1976.

____ The number of quarts of milk a dairy put out in 1976.

__X__ The number of quarts of milk each student in a school received in 1976.

NOTES TO THE TEACHER	ACTIVITIES

3. DIRECTIONS: Place an X beside three statements which represent examples of DISTRIBUTION.

__X__ The land in our city is used for parks, homes, businesses, and farms.
_____ The state of Idaho is noted for its potatoes.
__X__ Most of the labor force in our town works in two big factories.
__X__ The school system used ten percent of the tax money to build a new school.
_____ My brother could eat a pizza at every meal.
_____ We trade cotton cloth for bananas and coffee.

4. DIRECTIONS: Place an X beside three statements which represent examples of DISTRIBUTION.

_____ We make aluminum from an ore called bauxite.
__X__ We use three people to carry boards and three people to carry bricks.
_____ Most of the cars in the United States are make by three companies.
__X__ Dave uses his car to take medicine from his drugstore to sick people.
_____ I love to eat apple pie and ice cream.
__X__ We use trees to make furniture, houses, and paper.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system

4. Distribution

b. The student will identify statements that are exemplary of income distribution.

NOTES TO THE TEACHER	ACTIVITIES
	1. Name the various expenses for which a family must pay. 2. Chris accidentally broke a neighbor's window with a baseball. Chris also mows lawns to earn money. Will Chris be able to replace the neighbor's broken window? How? 3. Have students draw individual pictures or a class mural depicting goods and services which are bought with a family's income.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

4. Distribution

c. The student will cite evidence to support or refute the hypothesis that goods and services are distributed to those who are not producers.

NOTES TO THE TEACHER	ACTIVITIES
Answer to B: Cats and dogs are not able to be producers.	1. a. DIRECTIONS: Using this definition, put an X by the <u>three</u> sentences below that show DISTRIBUTION. __X__ Tom shared his gum with his friends. _____ Bill drank his milkshake. __X__ Joe split the candy bar with Troy. _____ Phil needs a football. __X__ George fed part of the meat to the cat and part to the dog. b. Which of these statements indicated that a non-producer can be a consumer? 2. Which of the statements below indicate that a non-producer can be a consumer? _____ Mom and Dad received presents from their friends. __X__ My twin baby sisters each got a new rattle. __X__ The fish food was shared by all the fish in the tank. _____ I saw two construction workers sharing their lunches. 3. Have the students list or name anyone who is a consumer but not a producer.

RESOURCES

DISTRIBUTION - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
Chapters 1, 3, 4, 5, 7, 8, 9, 10, 11, 12

"Planet Earth" (Grade 4), Windows On Our World. Houghton Mifflin.
Unit 2 - Lesson 7

"Lands of Promise" (Grade 4), Focus on Active Learning. Macmillan Publishing Company.
Chapters 5, 15, 16, 17, 18, 19, 20

"Our People" (Grade 4), Inquiring and Learning. Tiegs-Adams Series: Ginn.
Chapters 16, 17, 19, 20, 21

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

5. Specialization

a. The student will define specialization as the means by which individuals, groups, or societies concentrate on one job and do it efficiently (instead of trying to do all jobs).

NOTES TO THE TEACHER	ACTIVITIES
	1. a. Have students consult the yellow pages of the telephone directory to learn of competing firms in a specific business such as building supplies. List the competing companies. b. Ask students: How would you go about choosing <u>one</u> company (from your list) with which to do business?
Easily used as a test.	2. SPECIALIZATION means that people do one job or a part of a job well instead of trying to do everything they can. DIRECTIONS: Using this definition, read the pairs of jobs below. Put an X by the <u>one</u> job in each pair that shows the most SPECIALIZATION. 1. ____ WORKER ____X____ TOOL MAKER 2. ____X____ DENTIST ____ DOCTOR 3. ____ FARMER ____X____ STRAWBERRY PICKER 4. ____ FOOD SALESMAN ____X____ CHEESE SALESMAN

NOTES TO THE TEACHER	ACTIVITIES
Easily used as a test.	3. DIRECTIONS: Compare the pairs of economic terms listed below. Place an X beside the one term in each pair that is the most SPECIALIZED. 1. _X_ MEAT MARKET ____ GROCERY STORE 2. ____ GAS STATION ATTENDANT _X_ AUTO MECHANIC 3. _X_ MATH PROFESSOR ____ TEACHER 4. ____ SECRETARY _X_ FILE CLERK 5. ____ DEPARTMENT STORE _X_ DRESS SHOP

V8. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

5. Specialization

b. The student will discriminate between situations in which change is toward specialization and those where it is not.

NOTES TO THE TEACHER	ACTIVITIES

1. Students name three areas where industrial or production specialization has taken place. Tell what the specialization is and why it has occurred. Students should respond in terms of the factors of production.

GREAT PLAINS	BREADBASKET OF AMERICA
PITTSBURGH	STEEL
CHICAGO.	MEAT PACKING
SOUTHERN CALIFORNIA .	MOTION PICTURES
NEW YORK	GARMENT INDUSTRY
SOUTH FLORIDA.	TOURIST INDUSTRY

2. SPECIALIZATION means that you produce fewer kinds of things in order to improve what you do produce.

DIRECTIONS: Each example below shows a change in production. Using the above definition, put an X by the <u>two</u> examples in which the change is toward SPECIALIZATION.

____ John didn't make enough money carving wood. He had to learn to carve plastic and stone.

____ Bill used to bat right handed. Now he can bat left handed, too.

_X_ George used to mow and rake lawns. He made a lot of money but it took a long time. Now he makes more money by just mowing lawns.

____ Jim used to wash cars and Bob dried them. Now each boy does a whole car and keeps all the money for himself.

_X_ Jill used to repair all kinds of cars. Now she does a better job by just working on Fords.

NOTES TO THE TEACHER	ACTIVITIES
Easily used as a test.	3. SPECIALIZATION means that an economic system is restricting its production in order to increase efficiency and increase profits. DIRECTIONS: Below are examples of changes in production. Using the above definition, place an X beside the three examples in which there is a change toward SPECIALIZATION. ____ Joe's Barbershop used to be for men only, but now he cuts women's hair, too. ____ The health resort used to accept only men. It has a new owner now and only takes women. _X_ Phil used to play all positions on the team, but lately he has been concentrating on pitching. ____ George used to be a great runner, but now he is a great blocker instead. _X_ Mrs. Harris used to teach speech, reading, English, and drama; but now she only teaches English literature and it's the best class in school. _X_ Last year Phyllis studied all of her subjects equally, but this year she spends most of her time on math.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

5. Specialization

c. The student will examine the hypothesis that increased specialization provides a higher standard of living through increased productivity.

NOTES TO THE TEACHER	ACTIVITIES

1. Ask students to suggest ways in which companies may compete. Their list may be extensive, but should include the quality of the product and price. Results of competition in design, workmanship, etc., should be improved quality. Competition for the consumer dollar should bring about lower prices. Discuss why products from competing firms often vary only slightly in price. What are some results of competition in the soft drink industry? (More variety in flavors, cans or no return bottles, easy to open containers, etc.)

2. Using a check list such as the one below, have students identify which skills and abilities are required for various occupations.

	DOCTOR	PIANO MOVER	ASTRONAUT
College Education	X		X
Physical Strength		X	X
Speed			X
Ability to Work in a Team		X	X
Ability to Keep Records	X		
Scientific Training	X		X
Ability to Read Music			

RESOURCES

SPECIALIZATION - LEVEL 3 (Grade 4)

CHILDREN'S LITERATURE:

Miles, Miska. Annie and the Old One. Boston and Toronto: Little, Brown and Company, 1971.
The Navajo Indians, like the Chinese people of old, have specialized skills. In Annie and the Old One the class will learn about rug-making skills of the Navajo women that are handed down from grandmother to daughter to granddaughter. When a rug is completed that is not needed by the family, it is traded for other goods that cannot be produced at home.

Piatti, Celeting and Ursula Huber. The Nock Family Circus. Atheneum, 1968. Subject: Economics, division of labor. Reading level: 4th - 5th grade.
The concept of the division of labor and its role in increasing productivity and economic well-being is illustrated through a discussion of the operation of a family circus in which each member of the family has is own specific act. The objective is to show how the standard of living of a group of people can be increased when individuals specialize in jobs which they are best fitted to perform.

Rhoda and William Cahn. No Time for School, No Time for Play. Simon & Schuster, Inc., 1972. Subject: Child labor. Reading level: 4th - 5th grade.
This story traces the history of child labor in the United States from colonial times to the present. The conditions under which young children worked in the nation's mills, coal fields, sawmills and canneries are described. The work of antichild-labor reformers including labor unions, school and religious organizations and the National Child Labor Committee, which led to the enactment of state and federal child-labor laws, is briefly treated in the story.

Evans, J. A. I Know a Truck Driver. Putnam's Sons, 1970. Subject: Labor, job specialization. Reading level: 4th - 5th grade.
The economic importance of over-the-road trucking is explained through a discussion of the daily activity of a truck driver. The value of transportation systems to a modern society is pointed out and it is shown how the trucking industry spawns additional jobs in the economy. The impact of technology on the transportation industry is also mentioned.

CHILDREN'S LITERATURE: (Continued)

Henriod, Lorraine. I Know a Grocer. Putnam's Sons, 1970. Subject: Retailing, producers, consumers. Reading level: 3rd - 4th grade.
The economic aspects of retailing are treated through an examination of the operation of a retail grocery story. The grocer is shown to be an intermediary between producers and consumers of foods whose value to society stems from the fact that he stands ready to sell at fixed prices a wide variety of food products that consumers would otherwise not have available. The concept of the circular flow of economic activity can be related to the story content and provides a useful tool of analysis.

Russell, Solveig. The Farm. Parents' Magazine Press, 1970. Subject: Agricultural production, the economic and social aspects of farming. Reading level: 2nd - 3rd grade.
The book illustrates some of the economic and social aspects of American farm life. The need for specialization in farming in which each farm produces only a single crop or a few related crops is discussed and various types of farm equipment are described. Farming today is compared with farming in the past to show the impact of technological change on the rural way of life.

Jean and Ned Wilkinson. Come Work With Us in an Airport. Sextant Systems, Inc., 1970. Subject: Division of labor, specialization. Reading level: 3rd - 4th grade.
The principle of the division of labor is analyzed through an examination of the operation of the airport, examples being given of job specialization running from porter through flight engineer to airport manager. The text stresses the interdependence of the different aspects of the airport's operation. The story content helps to point out that the American worker has become more productive (turns out more per hour of work) over the years because he has acquired more skills and has been given better tools and machines to work with.

RESOURCES

SPECIALIZATION - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
All Chapters

"Planet Earth" (Grade 4), Windows On Our World. Houghton Mifflin.
Unit 2 - Lessons 3, 7

"Lands of Promise" (Grade 4), Focus on Active Learning. Macmillan Publishing Company.
Chapters 2, 5, 15, 16, 17, 18, 19, 20

"People and the Land" (Grade 4), Man and His World. Noble and Noble.
Unit 1

"Our People" (Grade 4), Inquiring and Learning. Tiegs - Adams Series: Ginn.
Chapter 15

"People in States" (Grade 4), The Taba Program in Social Science. Addison - Wesley.
Unit 2

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

6. Economic Interdependence

a. The student will define economic interdependence as the conditions under which specialized people work together and depend on each other to meet their needs and wants.

NOTES TO THE TEACHER	ACTIVITIES
	1. a. Teacher should explain that middlepersons are people that specialize in performing the services that bring goods from the producer to the consumer. Ask students to think of services middleman firms might perform. The list should include: - Transportation - Storage - Bringing together a variety of goods from which consumers may select - Dividing big shipments into smaller lots - Advertising - Displaying - Selling Goods b. List businesses who might be dependent on each of these middleman firms. 2. Have each student select a business. Using a small picture or printed card construct a bulletin board. Show the interdependence of the businesses by stretching yarn between those which are dependent upon each other.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

6. Economic Interdependence

b. The student will discriminate between persons that are and are not engaged in activities that demonstrate inderdependency.

NOTES TO THE TEACHER	ACTIVITIES

1. In each sentence below have students tell what the first business needs from the other business mentioned.

   - Grocery stores depend upon dairies for:
   - Dairies depend upon dairy farming for:
   - Dairy farmers depend upon the transportation industry for:
   - The transportation industry depends upon clothing manufacturers for:
   - The clothing industry depends upon textile mills for:

2. a. Have students bring in pictures of more than one person from newspapers and magazines.

   b. Each student judges whether the people in his/her pictures are demonstrating dependence on one another.

3. DIRECTIONS: Below are three sets of people. Put an X by the two people in each set who are most likely to be INTERDEPENDENT.

SET I

__X__ John is a good batter but can't catch very well.
____ Mike is a good batter and catches well.
__X__ Bill can catch well but can't bat very well.

SET II

__X__ Judy sews very well but can't cook.
__X__ Mary cooks very well but can't sew.
____ Alice sews and cooks well.

Continued---

NOTES TO THE TEACHER	ACTIVITIES

3. SET III

____ Ted has a bat and a ball.

__X__ Roger has a bat but no ball.

__X__ Julius has a ball but no bat.

4. DIRECTIONS: Place an X beside the two organizations described below whose members are INTERDEPENDENT.

__X__ The Girls' Club is having a car wash. Some girls are supplying the rags and hoses, some girls are doing the washing, and some girls are doing the drying. Two girls have even volunteered to wash everyone's clothes afterwards.

____ The Boys' Club does not have club projects. Each member is required to do an individual service project. Last year one boy helped out at the hospital, one boy collected money for the Heart Fund, and one boy even gave blood to the Red Cross.

__X__ Professional Football Teams are well organized. Half of the team (the offense) is responsible for scoring points. The other half (the defense) is responsible for stopping the other team from scoring points. On the offense, some players block the other team while one hands the ball back to the leader. The leader can then throw the ball to a catcher or give the ball to a runner. If they can't move the ball, then they have one player who kicks the ball for them.

____ The Future Businessman's Club is an interesting organization. Each person specializes in a different thing. One person is interested in accounting, another in being a company president, another in sales, and another who wants to be a personnel manager. They all spend their time studying things they are interested in and they meet together once a year.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

6. Economic Interdependence

c. The student will examine the hypothesis that an action by one person will affect other persons who are dependent upon that person.

NOTES TO THE TEACHER	ACTIVITIES
You may want to make a ditto of the chart for the class.	1. List at least five (5) jobs. Next to each job list at least two businesses which are dependent upon that job. What would happen to each of these dependent businesses if that job were not done? EXAMPLE:

JOB	DEPENDENT BUSINESS	RESULT TO BUSINESS IF JOB NOT DONE
Farmer	a. Grocery Store	Higher prices; not all foods available
	b. Restaurant	" " ; fewer choices for customers

2. Have students role-play situations where an action by one person affects others who are dependent on that person.

Student should portray <u>how</u> these dependent persons (or businesses) are affected.

RESOURCES

ECONOMIC INTERDEPENDENCE - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
All Chapters

"Planet Earth" (Grade 4), Windows On Our World. Houghton Mifflin.
Unit 5 - Lesson 2

"Lands of Promise" (Grade 4), Focus On Active Learning. Macmillan Publishing Company.
Chapter 1

"People and the Land" (Grade 4), Man and His World. Noble and Noble.
Unit 5

"People in States" (Grade 4), The Taba Program in Social Science. Addison-Wesley.
Unit 2

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system

7. Free Enterprise

a. The student will define free enterprise as being based on the idea that people can invest capital in businesses in order to try to earn a profit.

NOTES TO THE TEACHER	ACTIVITIES
	1. Students may inquire of businesspeople in the community why they decided to go into a particular business. Students should report findings of the interviews to the class. 2. Students respond to: - Why do the barber, shoe repairman, baker, and theatre owner go into business? - Do you think this is the reason most businesses are established? 3. a. Class discusses: WHY DO PEOPLE GO INTO BUSINESS? Emphasize that the reason most people go into business is in order to make a profit. b. Have students role play or write an illustrated short story on why and how a person went into a particular business.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

B. The component parts of our economic system.

7. Free Enterprise

b. The student will distinguish between individual enterprise and government ownership of the means of production.

NOTES TO THE TEACHER	ACTIVITIES

1. Write "profit" after the organizations which produce goods or services in order to make a profit. Write "no profit" after those which do not produce for a profit. Write "Government" before those organizations which are paid for by taxes.

_____	Department Store	Profit
Government	Public Health Clinic	No Profit
_____	Red Cross	No Profit
_____	Girl & Boy Scouts	No Profit
_____	Tire Manufac. Co.	Profit
Government	Lincoln Elem. School	No Profit
_____	Goodwill Stores	No Profit

2. a. Have students list all of the government services that they know.

b. Have students write short stories or illustrated booklets depicting what might happen if these businesses were <u>not</u> government owned.

c. Students share these stories with the class and discuss.

RESOURCES

FREE ENTERPRISE - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.

Teacher's Resource Guide:
Chapters 1, 2, 4, 5

VI. ACTIVITIES

LEVEL 3 (Grade 4)

C. Consumer Education Topics

1. Advertising

The student will be able to classify examples of different advertising techniques.

NOTES TO THE TEACHER	ACTIVITIES
	1. Using newspapers or magazines, students find at least two examples of products which they did not know existed before reading the advertisements. Have students list all the qualities of the product that the advertisement states. 2. Students conduct interviews to determine fads in toys and games. Discuss the influence of advertising on these fads. 3. Students bring in labels or empty boxes representing various brands of the same type of product. Hold a class discussion on information available for each item in terms of price, quality, quantity, and special features. - What does the label tell me? - Do I need more information about the product? - If so, what? And where can I find out more? 4. Find examples of advertisements of 100 years ago. 5. Create advertisements for a general store of 100 years ago. 6. View T.V. and newspaper ads and listen to advertisements on the radio. For each ad, fill in the chart on the following page.

NOTES TO THE TEACHER	ACTIVITIES

You may want to make a ditto of the chart for your class.

6.

PRODUCT	TYPE OF ADVERTISING	DID AD TELL ENOUGH ABOUT PRODUCT?
1. Brut Aftershave	Endorsed by athlete Joe Namath	
2.		
ETC.		

7. Make up your own advertisement (newspaper, T.V., or radio) for a product that already exists or for a product you make up yourself.

CONSUMER RIGHTS: The right - - -
- to accurate information
- to choose
- to safe merchandise
- to be heard by the producer or by local protection agencies

8. List and discuss the four consumer rights with the class.
   - Why does the consumer have a right to each of the four?
   - What could happen if the consumer did not have each of these rights?
   - What, if anything, does each of these rights have to do with the advertising of products?

9. Read the following short stories. Decide which consumer right each describes. Write the correct letter in the blank space.

   a. Right to choose
   b. Right to information
   c. Right to safety
   d. Right to be heard

   __c__ 1. Johnny bought a toy for his three-year old sister. The label clearly states it is made with non-toxic material.

   __d__ 2. Susan bought a checker game. Five of the black checkers were missing.

   __a__ 3. Mike saw two pair of skates on sale in two different stores.

   __b__ 4. Jane wants to buy a sweater which is washable.

NOTES TO THE TEACHER	ACTIVITIES
CONSUMER RESPONSIBILITIES: The responsibility to - - - - use information given - choose and compare merchandise - state complaints and satisfactions - use merchandise safely	10. List and discuss the four consumer responsibilities with the class. - Why does the consumer have each of the responsibilities? - What would happen if the consumer did not carry out each of these responsibilities? - What, if anything, does each of these responsibilities have to do with the advertising of products?

11. Read the following short stories. Decide which consumer responsibility each describes. Write the correct letter in the blank space.

a. Responsibility to use information
b. Responsibility to choose
c. Responsibility to be heard
d. Responsibility for safe use

___c___ 1. Brad's class felt the need to beautify the school grounds by planting some trees. They will meet with the Parent Club to ask for money.

___a___ 2. Ronnie was assembling his new airplane model. He used the wrong type of glue and the model fell apart.

___d___ 3. Gigi bought a dart game. She has definite rules set for playing the game so no one will be harmed.

___b___ 4. As Carol was shopping for groceries she began to compare sizes, prices, and contents of dog food. She noticed that some contained mainly cereal.

12. Have small groups of students prepare and role play various situations illustrating consumer rights and consumer responsibilities.

After each role play is presented, have students identify the consumer right or responsibility which was illustrated.

RESOURCES

ADVERTISING - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL MATERIALS:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
Chapter 4

VI. ACTIVITIES

C. Consumer Education Topics

2. Banking

The student will identify different types of services that financial institutions provide.

NOTES TO THE TEACHER	ACTIVITIES

1. Teacher asks the class what the bank does with people's savings, then explains that the bank does not just hold the money, but lends money to other people.

2. Plan a field trip to the bank. The class should discuss in advance what they hope to learn from the trip. A list of questions to be answered might be developed. Following the trip, students should write several paragraphs describing the trip and the functions of the bank.

3. Teacher may ditto sample checkbooks giving each student a certain number of checks. Explain how a checkbook is kept. Students can then write checks on their fictitious account. Provide experiences wherein class members write checks to each other. The checks can then be endorsed and be deposited into students'checking accounts.

4. Read the six scripts following. Choose the type of economic behavior shown in the story. Fill in the blank with the letter of the economic behavior you chose.

a. Saving	d. Consuming
b. Borrowing	e. Choosing
c. Earning	f. Planning Use of Time

1. Linus: "Gosh, Charlie Brown, we've been practicing every night this week and Lucy still can't catch the ball. We'll never beat the 'Sluggers' next week. Why don't we spend the weekend practicing with Lucy?"

BEHAVIOR _____

NOTES TO THE TEACHER	ACTIVITIES
	4. 2. Charlie Brown: "But, Snoopy, the bank will never lend you money for a new Sopwith Camel even if the Red Baron did shoot your other one down." BEHAVIOR _____ 3. Charlie Brown: "Rats! I wish I could play with the gang, but my mother is giving me $4.00 to cut the grass." BEHAVIOR _____ 4. Snoopy: "I know the sun is awfully hot, Woodstock! But if we drink all the water now we won't have any left for later." BEHAVIOR _____ 5. Linus: "It sure is lonely out here waiting for the Great Pumpkin. Maybe I should go to Peppermint Patty's party with the other kids." BEHAVIOR _____ 6. Charlie Brown: "Rats! That old kite-eating tree! That's the third kite this week!" BEHAVIOR _____

NOTES TO THE TEACHER	ACTIVITIES
Rees, Elinor. At the Bank. Melmont Publishers, Inc., 1969. Subject: Banking. Reading Level: 3rd - 4th grade.	5. At the Bank analyzes the different activities of modern banking institutions. A discussion is provided on savings and checking accounts and the other services supplied by banks. The functions of money are explained. a. Have several students read and report about this book to the class. b. Have small groups of students responsible for writing and role playing short skits. Each short skit is to portray one of the functions of a bank.

RESOURCES

BANKING - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
Chapter 4

VI. ACTIVITIES

LEVEL 3 (Grade 4)

C. Consumer Education Topics

3. Budgeting

The student will demonstrate that he/she can prepare a budget based upon income earned from chores or a weekly allowance.

NOTES TO THE TEACHER	ACTIVITIES
	1. Chris received $2. a week for an allowance. If you were Chris, what would you do with this allowance? Name at least five (5) ways that this allowance could be used. 2. Kelly earns $1. a week. Kelly wants to buy a paperback book which costs $2. and also likes to buy 50¢ worth of trading cards each week. What would you advise Kelly to do with the $1. allowance each week? 3. What if a person did not budget how to use or spend his/her earnings? What might happen to that person? a. Have students write a short story, illustrated booklet, or short skit portraying a person who does not budget wisely and what happens to the person because of this. b. When completed, students present their stories to the class.

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RESOURCES

BUDGETING - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
Chapters 8, 9, 11

"Orange" (Grade 4), Concepts and Values. Harcourt, Brace, Jovanovich.
Unit 4

VI. ACTIVITIES

LEVEL 3 (Grade 4)

C. Consumer Education Topics

4. Credit

The student will be able to explain the advantages and disadvantages of buying on credit (costs and benefits).

NOTES TO THE TEACHER	ACTIVITIES
Some students can make newsprint or oaktag posters stating these advantages and disadvantages to display in the class. List these advantages and disadvantages on the chalkboard.	1. a. Have several students interview several adults concerning buying on credit (credit cards). What are some advantages and disadvantages for the consumer? Report results of interviews to the class. b. From the statements made in the interviews, have class name at least one advantage and one disadvantage for consumers buying on credit.
Some students can make newsprint or oaktag posters stating these advantages and disadvantages to display in the class. List these advantages and disadvantages on the chalkboard.	2. a. Have several students interview a retail store manager concerning buying on credit. What are some advantages and disadvantages for stores? Report results of the interviews to the class. b. From the statements made in the interviews, have class name at least one advantage and one disadvantage for stores selling on credit.
	3. Have several students research the meaning of buying on credit including the advantages and disadvantages. When the research is complete, they present their findings to the class.

RESOURCES

CREDIT - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.

Teacher's Resource Guide:
Chapter 11

VI. ACTIVITIES

LEVEL 3 (Grade 4)

C. Consumer Education Topics

5. Insurance

The student will be able to distinguish between automobile, health, life, and other types of insurance.

NOTES TO THE TEACHER	ACTIVITIES
Some students can make newsprint or oaktag posters naming and defining the various types of insurance to display in the class.	1. a. Have several students interview several adults about different types of insurance, i.e., automobile, health, life. Report results of the interviews to the class.
List these types of insurance on the chalkboard.	b. From the statements made in the interviews, have class define each type of insurance named in the interview.
	2. a. Have several students interview an insurance agent concerning the different types of insurance. Report results of the interviews to the class.
List these on the chalkboard.	b. From the statements made in the interviews, have the class define each type of insurance named in the interview.
	3. Have several students research the different types of insurance. When the research is complete, they present their findings to the class.
	4. FOR RESOURCES: Have students write to various insurance companies for information pertinent to each type of insurance: Health, Auto, Life, etc.

VI. ACTIVITIES

LEVEL 3 (Grade 4)

C. Consumer Education Topics

6. Savings

The student will be able to explain why savings are necessary to an economic system where economic growth is an important goal.

NOTES TO THE TEACHER	ACTIVITIES
This section is easily incorporated with the free enterprise section to name one way that capital is generated.	1. a. Have several students interview several adults. QUESTION FOR INTERVIEW: "In your opinion, why are savings necessary for economic growth?" Report results of interviews to the class. b. From the statements made in the interviews, have class state at least one reason why savings are necessary for economic growth. 2. a. Have several students interview a banker or an investment broker concerning the reasons why savings are necessary for economic growth. Report results of the interview to the class. b. From the statements made in the interview, have the class name at least one reason why savings are necessary for economic growth. 3. Have several students research possible reasons why savings are necessary for economic growth. When the research is complete, they present their findings to the class.

SAVINGS - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL MATERIALS:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
Chapters 1, 4, 5

VI. ACTIVITIES

C. Consumer Education Topics

LEVEL 3 (Grade 4)

7. Taxes

The student will be able to distinguish between different common types of taxes paid by the consumer and identify which are state and which are federal taxes.

NOTES TO THE TEACHER	ACTIVITIES
SOME COMMON TYPES OF TAXES: Social Security (Federal Tax) Income Tax (Federal Tax - Some states, such as Massachusetts and California, also have an income Tax. Sales Tax (State Tax) Property Tax (City or County Tax) Gasoline Tax (State Tax) Inheritance Tax (Federal Tax) Estate Tax (Federal Tax) Cigarette Tax (State Tax) Liquor Tax (State and Federal Tax) Restaurant Tax (State Tax) Hotel Tax (State Tax)	1. a. Have several students interview several adults concerning: What different types of taxes exist which the general public pays? Which taxes are state taxes; which are federal taxes? Report results of interviews to the class. b. From the statements made in the interviews, have the class list various types of taxes and identify which are federal and which are state taxes. Some students may wish to make a large newsprint or oaktag chart for display and reference in the classroom. 2. a. Have several students interview a Certified Public Accountant or a Tax Lawyer concerning: What different types of taxes exist which the general public pays? Which taxes are state and which are federal taxes? Report results of the interviews to the class. b. From the results of the interviews, have the class name at least two state and two federal taxes. 3. Have several students research what various types of taxes exist which the general public pays. Each type of tax should be defined and identified as a state or federal tax. When the research is complete, they present their findings to the class.

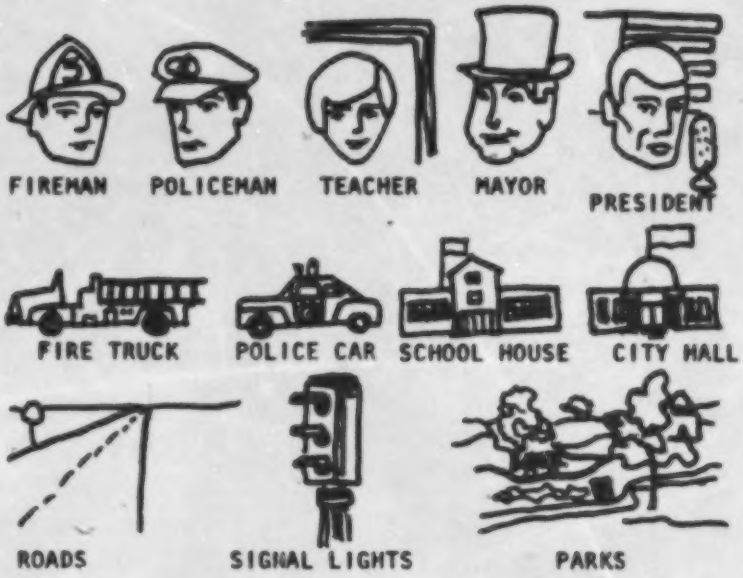
VI. ACTIVITIES
(Continued)

LEVEL 3 (Grade 4

NOTES TO THE TEACHER	ACTIVITIES

4. Most people in a society believe that some of their needs and wants for goods and services can be best satisfied by having the government provi them. Taxes collected pay for these goods and services.

   Suggested activity: With the aid of a sketch similar to the one below, conduct a short discussion of the theme "what government provides us an where our taxes go."



RESOURCES

TAXES - LEVEL 3 (Grade 4)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Regions of the U.S." (Grade 4), Our Working World. Science Research Associates.
Teacher's Resource Guide:
Chapters 8, 9, 10